ENABLERS AND CHALLENGES OF QUALITY IN HIGHER EDUCATION INSTITUTES: A TOTAL QUALITY MANAGEMENT PERSPECTIVE

A

Synopsis

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SECTION 1: INTRODUCTION

1.1 Higher Education in India

Higher education in India has witnessed an impressive growth and reforms over the years. The number of higher educational institutions (Higher education institutes) has increased from about 30 universities and 695 colleges in 1950-51 to about 700 universities (as of 2012-13) and 35,000 colleges (as of 2011-12) as per a recent UGC report. During the year 2017-18, there were 40.32 lakhs students enrolled in Open and Distance learning programme at all levels in Indian Universities / Institutions (AISHE Report 2017-18). The main governing body in this regard is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the central and the state. Accreditation for higher learning is overseen by 15 autonomous institutions established by the University Grants Commission (UGC).

As per the 2011 Census, about 8.15% (68 millions) of Indians are graduates, with Union Territories of Chandigarh and Delhi topping the list with 24.65% and 22.56% of their population being graduates respectively. Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000–01 to 2010–11. As of 2018 UGC Annual Report , India has 851 universities, with a break up of 47 central universities, 383 state public universities, 123 deemed universities, 295 state private universities, 3 institutions established and functioning under the State Act, and 41012 colleges (All India Survey of Higher Education Report 2017-18) in Higher Education Sector (excluding stand-alone Institutions). Out of these, only 11515 colleges were recognized under section 2(f) of the UGC Act, constituting 28.08% of the total number of colleges. Other institutions include 39,071 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2016. Colleges may be Autonomous, that is empowered to examine their own degrees, up to PhD level in some cases, or non-autonomous, in which case their examinations are under the supervision of the university to which they are affiliated; in either case, however, degrees are awarded in the name of the university rather than the college.

Distance learning and open education is also a feature of the Indian higher education system, and is looked after by the Distance Education Council India (IGNOU) is the largest university in the world by number of students, having approximately 3.5 million students across the globe.

Some institutions of India, such as the Indian Institutes of Technology (IITs), Indian Institute of Engineering Science and Technology (IIEST), National Institutes of Technology (NITs), Indian Institute of Science, Indian Institute of Science Education and Research (IISERs), University of Delhi (DU), Indian Institutes of Management (IIMs), University of Calcutta (1857), University of Madras (1857), University of Mumbai (1857) and Jawaharlal Nehru University (1969), have been globally acclaimed for their standard of education.

Indian higher education is in need of radical reforms. A focus on enforcing higher standards of transparency, strengthening of the vocational and doctoral education pipeline, and professionalization of the sector through stronger institutional responsibility would help in reprioritizing efforts and working around the complexities. The rise of IT sector and engineering education in India has boxed students into linear path without giving them a chance to explore and discover their passions. Concerted and collaborative efforts are needed in broaden student choices through liberal arts education. Source: India country summary of higher education (World Bank)

In Higher Education, the three concepts, quality systems, performance evaluation and systems approach, are found to be consistent and compatible with one another with regard to the goals and organizational structure of the higher education institutions. This research provides a new perspective for higher education management to provide a system process in an effective and efficient way.

1.2 Quality Concept of Higher Education in India

Quality is perceived differently by different people. Yet, everyone understands what is meant by "quality." In a manufactured product, the customer as a user recognizes the quality of fit, finish, appearance, function, and performance. The quality of service may be rated based on the degree of satisfaction by the customer receiving the service. The relevant dictionary meaning of quality is "the degree of excellence." It means there must be some important criteria, characteristics, distinguished element of a product, organization or institutions that gives satisfaction to the people who avails the service. It is connected with the feeling of satisfaction and perception of the people. A definition

attributed to quality guru Crosby (1979) states that, “quality is conformance to requirements.” Another frequently used definition comes from Juran et al. (1988) as he said that, “Quality is fitness for use.” This definition stresses the importance of the customer who will use the product. W. Edwards Deming (1986) defined quality as “Good quality means a predictable degree of uniformity and dependability with a quality standard suited to the customer.” Seymour (1992) opines that - quality is continuous improvement. In the context of education, quality is “the ability to meet the stated purpose for which the service was offered” (Powar, 2001).

India has got huge achievement in the higher education and supplies huge number of human resources not only in India but also in the global market. Large number of technicians from different technological institutions, doctors, business managers, scientists and researchers are doing their business outside India with excellence that is the result of Indian higher education. But as cumulative results, the Quality of Indian Higher Education is still in very poor condition. The poor quality of higher education is a serious issue. It is the opinion of different stakeholders, academicians, office bearers, politicians and different policy makers that the quality of higher education could not keep the required pace of development with the changes in technology, new trends of education system, occupational diversity, global market trends and so on from time to time. The students who complete their UG and PG course have very low job opportunities. Another serious issue is the gap between demand and supply implying that the youths are not eligible for the job market. This leads to wide spread unemployment among the higher educated graduates. To improve the quality of higher education in India, we must maintain parameters of quality education. The parameters of quality higher education are: sufficient number of quality faculty members, profile of the students entering into the higher education, infrastructure of the educational institutions, curriculum, appropriate teaching method, examination pattern, learning resources, national agencies, government policies and institutional leadership etc. India has one of the largest education systems of the world. Therefore, different stakeholders must work on these parameters on their respective levels to maintain and improve the quality of higher education in India.

1.3 Total Quality Management Approach

Easton and Jarrell (1998) claim that organizations that implement TQM well generate many benefits including higher quality products, reduced costs, more satisfied customers and employees, and improved financial performance. Short and Rahim (1995) and Boon, Arumugam, and Hwa (2005) view TQM not as a programme or system, but as a set of philosophies and methods used by an organization to guide it in continual improvement in all aspects of its business. Kanji (2002) defines TQM as a management philosophy that fosters an organizational culture committed to customer satisfaction through continuous improvement. This culture varies from one country to another and between different industries, but has certain essential principles, which can be implemented to secure greater market share, increased profits and reduced costs (Kanji and Wallace, 2000).

Total Quality Management has been used primarily in the service industry but there are some reasons that TQM should be applied in educational institutions. First, necessitate for change has not been accepted by the institution most of the time. Second, is the hazard to the faculty's individual autonomy therefore in TQM we need to have customer involvement and teamwork, Fisher (1993). Finally, existing process will be improved by TQM. It cannot promote radical change Fisher and Marchese, (1993). When the applicability of TQM in education is accepted, the procedure of its process should be addressed. In fact, many institutions have reviewed the applicability of TQM in higher education and there are some proposed models to prove its applicability. In this study Total Quality Management will be examine in the higher education by the help of 4 pillars of TQM that is Innovation, Creativity, Initiative and Excellence (Satsangi,2002)

Witcher (1990) defines the term by breaking the phrase into three parts whereby "total" implies every person is involved (including customers and suppliers), "quality" implies customer requirements are met exactly and "management", implies senior executives are committed. TQM has been viewed as a customer focused process, which seeks for continuous improvement. It is a concept rather than a simple program or method which has many dimensions like planning, effective communication etc. by which every aspect can be improved and made effective.

The international and national competitive environment undergoes a process of constant change by the globalization of markets and the increased interdependence of economic agents. This process of change has brought increased demands on the organizations' brought competitive attitude and the

customers have gained a central role in the organizations' focus. TQM is considered to be an important management philosophy, which supports the organizations in their efforts to obtain satisfied customers.

1.3.1 Total Quality Management Framework for Higher Education Institutes

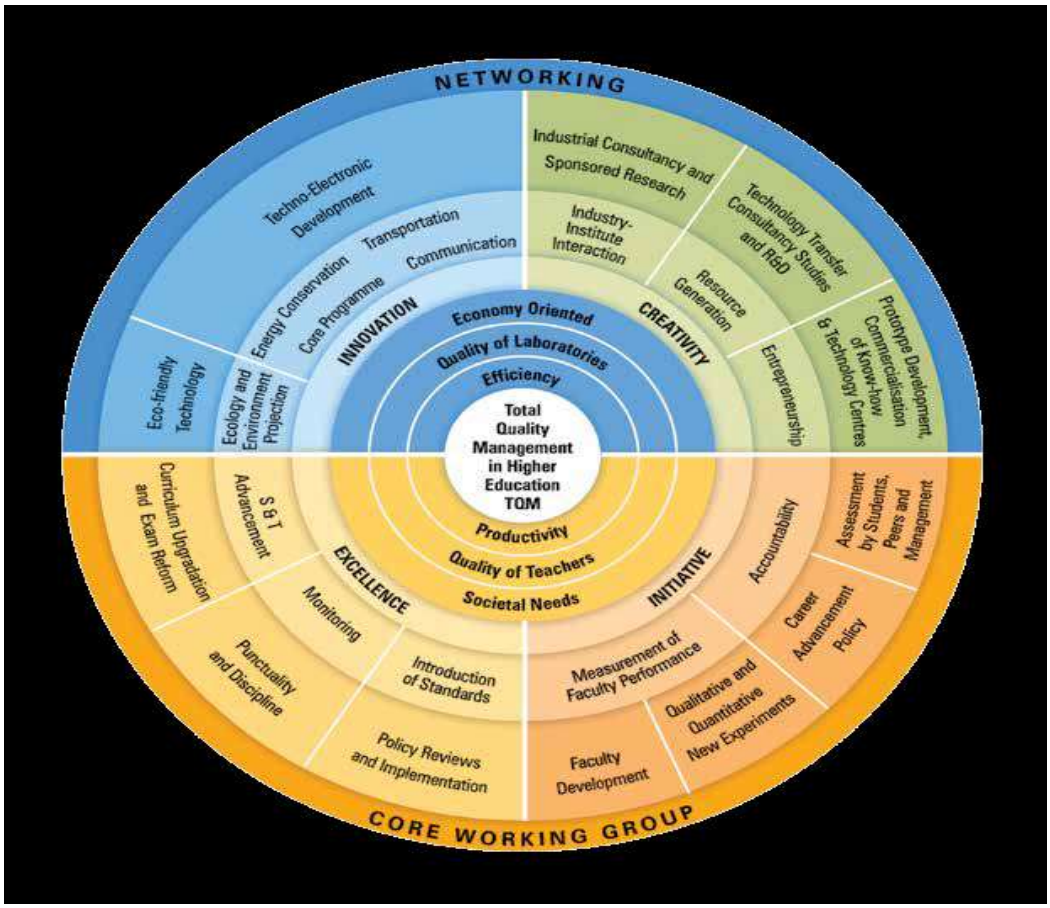

Figure 1: Total Quality Management Framework in Higher Education (Source: Dayalbagh Educational Institute: Spearheading evolution from Homo Sapiens to Homo Spiritualis www.sigmasixq.blogspot.com)

- **INNOVATION:** As innovation diffuses within the higher education system and touches every element of a higher education institution, the innovation process needs to be better managed. The term innovation has also received considerable attention as a crucial factor in maintaining sustainable competitive advantage. Total quality management (TQM) has been widely recognized as a management philosophy and a well-known approach for process improvement and innovation. Among extant studies there is still a lot of debate on the TQM-innovation relationship, most focus on manufacturing and services (Bayazit and Karpak, 2007; Demirbag, Koh, Tatoglu, and Zaim, 2006; Yang, 2006) and services (Agus, 2004; Samat, Ramayah, and Saad, 2006) rather than educational

institutes (e.g. universities). Today, universities are no longer seen as higher education institutes (HEIs), but as continuing education institute (CEIs). Having realized the importance of TQM-innovation, universities have started to adjust its courses to meet the needs of various markets and customers.

- **CREATIVITY:** The pillar of TQM begins with the argument that creativity is necessary in the modern world. Higher education institutes are facing ever increasing complexity, change and diversity, and the solutions they have at their disposal to cope with these issues are inadequate. Too often higher education institutes are used simple solutions to complex problems. These simple, quick-fix panacea as fail because they are not creative enough. They focus on parts of problem situations rather than the whole, they take little account of the interactions between parts, and they pander to the notion that there is one best solution that fits all circumstances. With this argument in place, the benefits of taking a more holistic and creative (in a systemic sense) approach to problem situations in higher education institutes are outlined.
- **INITIATIVE:** Initiative as a pillar of total quality management comprises of measurement of faculty performance and accountability and further measurement of faculty performance includes initiative taken for faculty development for the smooth functioning of higher education institutes and measures taken as qualitative and quantitative new experiments. Furthermore, accountability includes career advancement policy and assessment by students, peers and management.
- **EXCELLENCE:** Excellence in higher education provides a structured guide for reviewing each of these areas as they operate within a particular institution, department or program. The following Evaluation areas leadership, purposes and plans, beneficiaries and constituencies, programs and services and faculty/staff and workplace are fundamental building blocks in any effective organization. Evaluation area is assessment and information use focus on methods and procedures in place to assess quality and effectiveness in each of these five areas. Evaluation area is outcomes and achievements consider the outcomes and achievements that are documented through the assessment process. These evaluation areas can be used by an entire college or university and also by individual administrative, service and student life organizations. It can also be used at the level of academic departments and among programs within the institution.

➢ SECTION 2: LITERATURE REVIEW

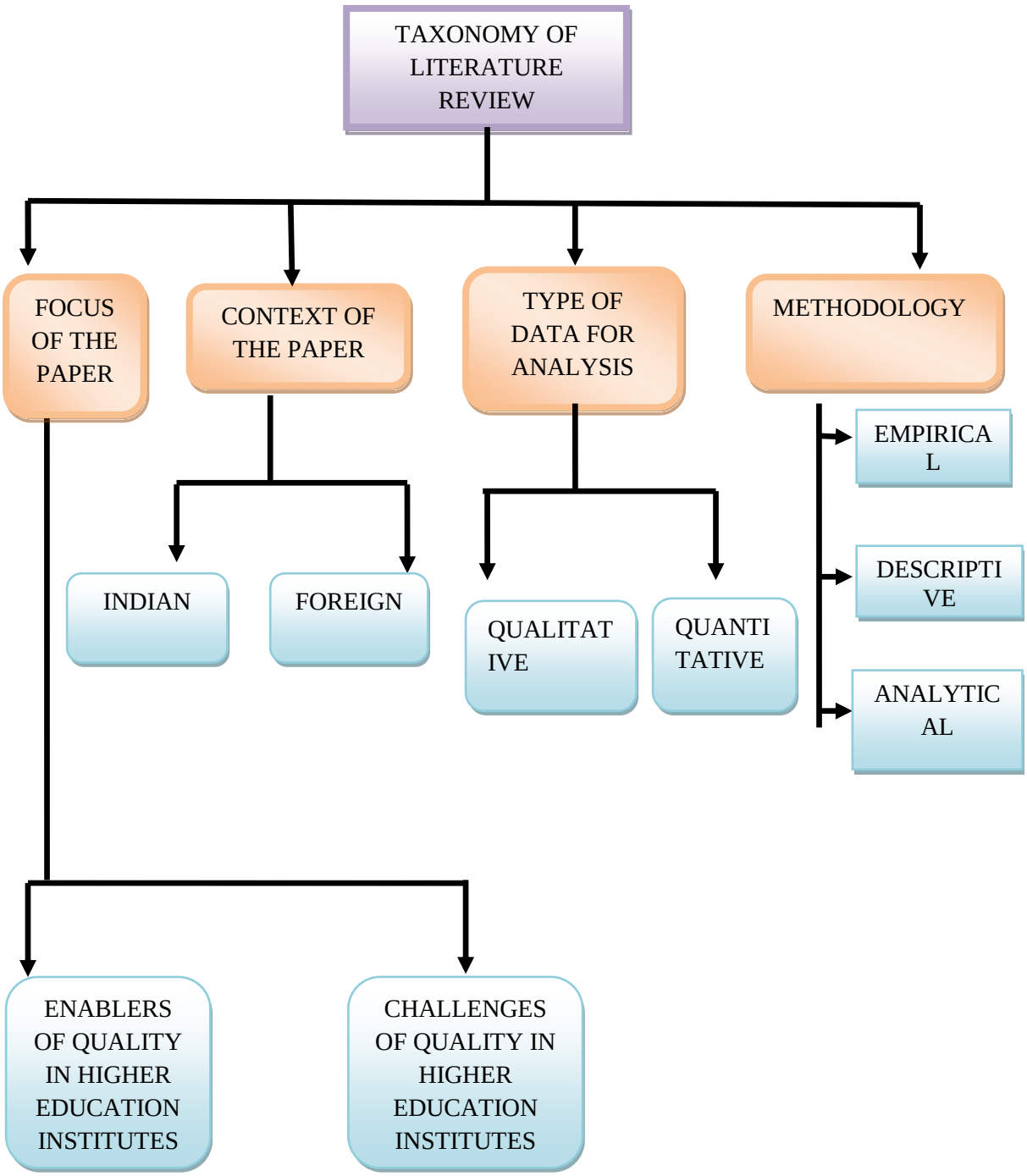

Figure 2: Taxonomy of Literature Review (Source: Researchers' Own Construction)

TABLE 1- Summary of Literature Review										
Title ***Author(s) (Year)***	**Category**	**Focus**		**Context**		**Data Type**		**Methodology**		
		Enablers or quality in Higher Education Institutes	**quality in Higher Education Institutes**	**Indian**	**Foreign**	**Qualitative**	**Quantitative**	**Empirical**	**Descriptive**	**Analytical**
Efficiency of Universities: Drivers, Enablers and Limitations (2018) Veronika Kupriyanova, Thomas Estermann and Norbert Sabic	Research Paper	✔	✔		✔	✔	✔			✔
A 3D view of issues of quality in higher education (2017) Miroslav Hrnčiar and Peter Madzík	Research Article		✔		✔		✔			
"Assessment of institutional autonomy of higher education institutions methodical approach" (2018) Olena Rayevnyeva, Iryna Aksonova and Viktoriia Ostapenko	Research Paper		✔		✔	✔				✔
Assuring Quality in Higher Education: Innovations and Challenges (2018) Dr. Anviti Rawat Dr. Promila Dabas	compendium	✔	✔	✔			✔			
Challenges and strategies for improving the quality of information in a university setting: a case study(2001) Jaswinder K. Dhillon	Research Article		✔		✔		✔			✔
Exploring the interconnection of known TQM process improvement initiatives in Higher education with key CMMI concepts Petros K. Dounos and George A. Bohoris	Conceptual Paper		✔		✔	✔			✔	
Explaining the mediating role of service quality between quality management enablers and students' satisfaction in higher education institutes: the perception of managers (2015) Ehsan Sadeh and Mansour Ga	Research paper	✔			✔		✔		✔	

Title *Author(s) (Year)*	Category	Focus		Context		Data Type		Methodology		
		Enablers of quality in Higher Education Institutes	Challenges of quality in Higher Education Institutes	Indian	Foreign	Qualitative	Quantitative	Empirical	Descriptive	Analytical
Quality Management in Higher Education: Review and Perspectives (2017) Anastasia Papanthymou1 and Maria Darra1	Research Article	✔		✔			✔		✔	
Higher Education Commission of India: Challenges Ahead N. Sathyamurthy	Research Draft		✔	✔		✔			✔	
Total Quality Management in Education: An Analysis (2014) Iftikhaar Ahmad Wani and Hakim Khalid Mehraj	Research Article	✔		✔		✔				✔
Assessing the Enablers And Constraints Of Implementing Total Quality Management In The University Of Cape Coast (2007) Mavis Ansu - Mensah	Thesis	✔	✔		✔	✔	✔	✔		
Braced for Turbulence: Understanding and Managing Resistance to Change in the Higher Education Sector (2013) Nick Chandler	Research Article		✔		✔	✔		✔		
Challenges of implementing quality in European higher education: an expert perspective (2019) Khaled Alzafari and Jan Kratzer	Research Article		✔		✔	✔		✔		
Exploring TQM-Innovation relationship in continuing education: A system architecture and propositions (2010) Shu-Hsien Liao, Wen-Jung Chang and Chi-Chuan Wu	Research Paper		✔		✔	✔		✔		

Title *Author(s) (Year)*	Category	Focus		Context		Data Type		Methodology		
		Enablers of quality in Higher Education Institutes	Challenges of quality in Higher Education Institutes	Indian	Foreign	Qualitative	Quantitative	Empirical	Descriptive	Analytical
Higher Education in India: Challenges and Opportunities (2017) Younis Ahmad Sheikh	Research Paper		✔	✔		✔			✔	
Improvement In Higher Education Quality Of The North-East University Of India (2017) Prasun Dasaand Srabanti Mukherjee	Research Article	✔		✔		✔				✔
Indian Higher Education System: Challenges and Suggestions (2015) Sahil Sharma, Purnendu Sharma	Research Paper		✔	✔		✔		✔		
Developing Interpretive Structural Model for Quality Framework in Higher Education: Indian Context (2015) Neena Sohani, Nagendra Sohani	Research Paper	✔		✔		✔			✔	
The Quality of Educational Services in Higher Education – Assurance, Management or Excellence? (2009) Roxana Sârbu, Anca Gabriela Ilie, Antonia Cristiana Enache and Dan Dumitriu	Research Paper	✔			✔	✔			✔	
The Enablers of Student Spin-Offs Intention: A Study in Malaysian Higher Educational Institutions (2018) Abdul Rahman Zahari, Puteri Fadzline Muhamad Tamyez, and Noor Azlinna Azizan	Conceptual Paper	✔			✔		✔		✔	
TQM: a knowledge enabler? (2009) Maria Colurcio	Research paper	✔			✔	✔		✔		

2.2 Research Gap

From the past research work it has been found that there is very little literature is available which talks about the enablers and challenges together and also the available literature is not comparing these factors of quality in different types of institutes. Literature review suggest that enablers and challenges of quality in higher education institutes is emerging in global context. However, relatively little literature available in Indian context. This research with the help of enablers and challenges of quality in higher education institutes helps to find out the quality of institutes and also helps in identifying the relative importance of different enablers and challenges in each type of institutes. A study will benefit the society at large to all the stakeholders of the institutes.

2.3 Selection of enablers and challenges

2.3.1 Enablers

	Institutional autonomy	**Teaching and research**	**Management structure and commitment**	**Employee involvement and training**
Efficiency of Universities: Drivers, Enablers and Limitations	✔		✔	✔
A 3D view of issues of quality in higher education		✔		✔
Assessment of institutional autonomy of higher education institutions: methodical approach	✔			
Critical Success Factors of Total Quality Management Implementation In Higher Education Institution: A Review			✔	✔
Faculty autonomy: Perspectives from Taiwan	✔			
Assessing the Enablers and Constraints Of Implementing Total Quality Management in The University of Cape Coast		✔	✔	✔
University Autonomy in Europe	✔			
Evaluation of quality in an educational institute: a quality function deployment approach				✔

Explaining the mediating role of service quality between quality management enablers and students' satisfaction in higher education institutes: the perception of managers			✔	
Higher education governance and university autonomy in China	✔			
Human Resource Management Policies for Educational Institutions- A Reassesses			✔	✔
Implementing Total Quality Management (TQM) on the Higher Education Institutions – A Conceptual Model		✔		
Improvement in higher education quality of the North-East University of India		✔	✔	✔
Developing Interpretive Structural Model for Quality Framework in Higher Education: Indian Context		✔	✔	

Table 2: Enablers of quality in higher education institutes

2.3.2 Challenges

	Resistance to change	**Inadequate funding**	**Lack of Infrastructure**	**Lack of Human Resource Management**
Efficiency of Universities: Drivers, Enablers and Limitations	✔	✔		✔
A 3D view of issues of quality in higher education	✔			
Challenges and Issues in Management Education in India			✔	✔
Challenges and strategies for improving the quality of information in a university setting: a case study	✔		✔	✔
Quality Concern in Higher Education in India		✔	✔	✔
Challenges of implementing quality in European higher education: an expert perspective		✔		
Challenges of Quality in Higher	✔	✔	✔	✔

Education in Nigeria in the 21st Century				
TQM In Higher Education – A Conceptual Model to Achieve Excellence in Management Education	✔			
Assessing the Enablers and Constraints of Implementing Total Quality Management in The University of Cape Coast		✔		✔
Higher Education in India: Challenges and Opportunities			✔	✔

Table 3: Challenges of quality in higher education institutes

Justification of selection of enablers and challenges

The selected enablers and challenges are based on the extent literature and their frequencies showing in the table number 2 & 3.

SECTION 3: NEED OF THE STUDY

We know the importance of quality in higher education. It directly influences all aspects of development of a country and helps the country to stand high in the global platform. In India during the periods of seventy years, the higher education has developed a lot in terms of quantity. However, we are still lacking of quality higher education as expected. To improve the quality of higher education the concerned authorities have to concentrate on the parameters (such as sufficient infrastructure, updated curriculum, trained faculties, learning resources, financial help, and well-planned policies of quality higher education. It is only the quality higher education that can establish India as world leader to lead the world of 21st century.

Also, it will inform the university to strengthen the adoption of total quality management principles in key areas in order to improve performance. It will also help the university to use the best determinants in order to have an advantage over other universities. It will help to make an assessment of the total quality management and bring to light the best quality assurance determinants in ensuring quality in the university. In the study main focus is on macro detail of enablers and challenges of quality in higher education institutes and also establishing the relevant importance of different enabler and challenge in different type of higher education institutes. Such comparison will help the higher education institutes to prioritize their strategic efforts in the wake of resources constraints faced by

higher education institutes. A relevant comparison of private, public and deemed university will further help each category of institutes to focus on the quality of higher education institutes. The study would be useful to policy makers, educational planners and administrators in developing a system that would lead to customer satisfaction.

SECTION 4: CONCEPTUAL FRAMEWORK and HYPOTHESES

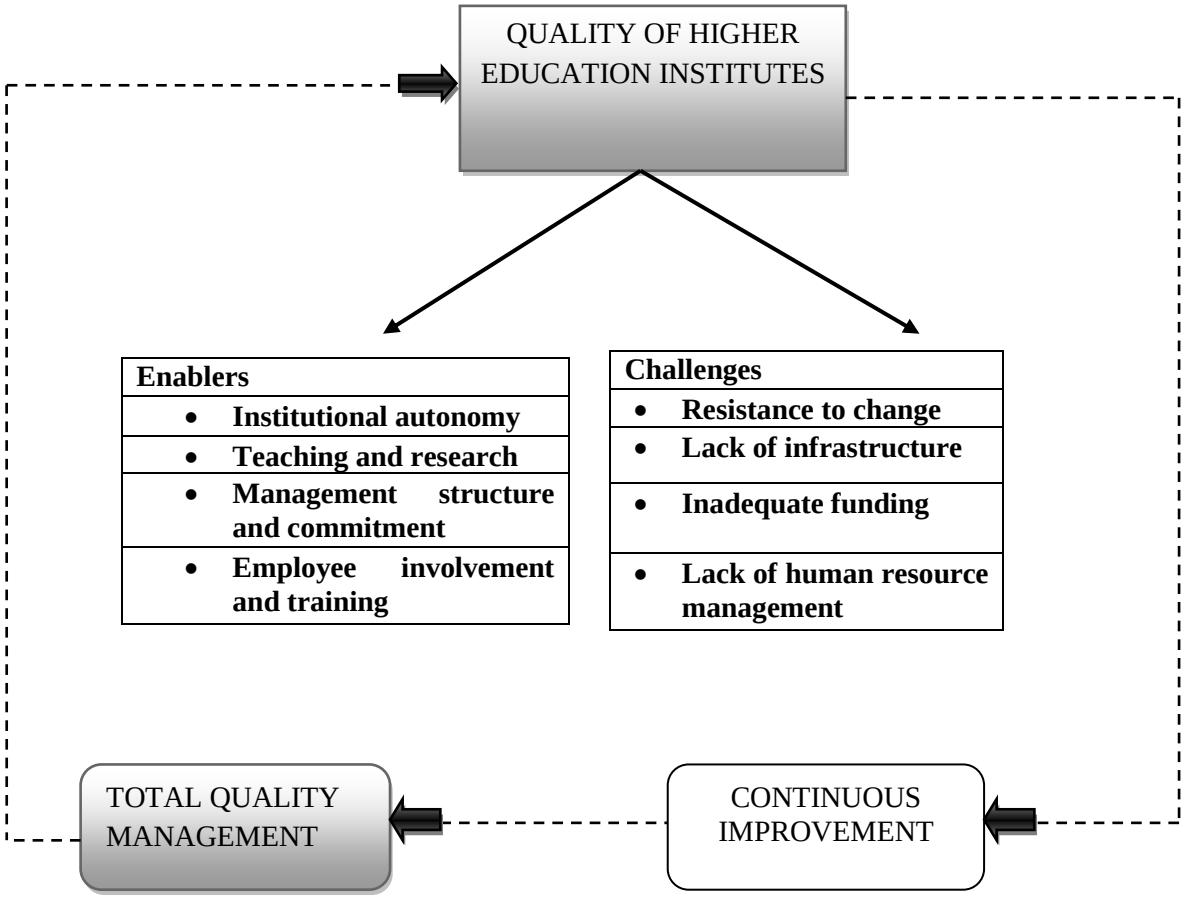

Figure 3: Conceptual Framework (Source: Self Constructed)

As shown in Figure 4, enablers and challenges which influence the quality of Higher education institutes. These are elaborated belo4.1 Enablers

4.1.1 Institutional autonomy

(N. Sathyamurthy) autonomy is essential in all aspects: autonomy in recruitment, in admission, in curriculum and in functioning. (Olena, Aksonova and Viktoriia 2018); stated that university autonomy is one of the factors of increasing its attractiveness and competitiveness in the national and international educational market, it is relevant to study various aspects and approaches to building a system of assessment and management of institutional autonomy of a specific institution of higher

education. According to the decisions of the Lisbon Declaration, four types of university autonomy are distinguished (Klimova, Ivanov, and Shevchenko,2015): Academic freedom of scholars in teaching and research (academic autonomy) is freedom to seek the truth and produce knowledge without fear of sanctions for political, religious or social motives, Management (organizational) autonomy is decisions on the university structure and statute, the conclusion of contracts, the procedure for the election of executive and governing bodies, Financial autonomy consists in making decisions on the receipt and distribution of assets, the amount of tuition fees and Personnel autonomy is autonomy in making decisions on recruitment and career growth of employees of HEI. Reznik (2017) views the forms and limits of the autonomy of the HEI for their effective functioning and maintaining the balance between the level of autonomy and the state regulation of the scientific and educational activities of universities. The role of autonomy of HEI in strengthening their competitiveness is also considered in the works of domestic scientists. Thus, Stryzhychenko (2016) proposed a methodological approach for increasing the autonomy of the HEI, which consists of a stage of assessment, forecasting and strengthening of the self-sufficiency of HEI. Consequently, the institutional autonomy of universities in different countries of the world serves as a guarantee of the independence of their internal intellectual life, liberal principles of management, and provides an innovative nature of the development of HEI. Therefore, it is hypothesized:

H1 →Institutional autonomy positively influences the perceived quality of higher education institutes.

4.1.2. Teaching and research

Somak Raychaudhury, (2018) stated that Research (mostly scientific) is of two kinds: Small group-based research and Large collaborative research. Higher education institutes in India need to get engaged in both this is required radical changes in pedagogic practices- skill-based teaching, problem solving, inquiry-based learning- bureaucracy in individual institutions and relation with the outside world, in particular industry. They also viewed that increasing level of doing research in higher educational institutions necessary to bring together specialized research for many institutions, harness

skills necessary to enhance the employability of students both within and outside of academia. Thus, it is hypothesized:

H2→Teaching and research positively influence the perceived quality of higher education institutes.

4.1.3. Management structure and commitment

Management is referred to as "the corner stone of the organization for successful implementation of TQM in an organization (Loughlin, 2008). That is management is in the helm of affairs and that they have great influence on employees working for the company. Management formulates policies for employees to implement. The management style and Willingness to implement any policy in an organization is based on the decisions and commitment of top management. This implies that the overall decisions and commitment of management affects its operations in general. The aim of TQM is to effectively involve all persons in the organization to satisfy the customer. For effective implementation of TQM, it becomes the responsibility of management to make TQM the way of life of the company. That is management should introduce TQM and lead its implementation. Management, in introducing TQM to the company should show commitment and be personally involved in its implementation. Management should ensure that there are clear quality values and goals which are consistent with the vision, mission of the organization (Dale et al., 1994). Management after defining quality values, principles to staff of the organization should also come up with methods, performance measures, and quality indicators to serve as standards to measure quality achievements. Loughlin (2008) is of the opinion that if management does not take the initiative to implement TQM policies then nothing much will be implemented and that TQM will not stand the test of time in the organization. Management of the Indian education faces challenges of over centralization, bureaucratic structures and lack of accountability, transparency, and professionalism. As a result of increase in number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and the core focus on academics and research is diluted (Kumar, 2015). Thus, it is hypothesized:

H3→Management structure and commitment positively influence the perceived quality of higher education institutes.

4.1.4. Employee involvement and training

Employees are the workers of an organization that actually implement the policies of an organization. It is therefore imperative for management to involve employees as early as during the drawing board stage. This will encourage their participation in the implementation of the decisions of management. It is also the responsibility of management to see to employee development and training. This will make them competent and empowered to effectively accomplish duties entrusted to them. Thus, it is hypothesized:

H4→Employee involvement and training positively influence the perceived quality of higher education institutes.

4.2 Challenges

4.2.1. Resistance to change

According to Becher (1987) the culture of higher education institutes may be seen as somewhat fragmented and it is only “by understanding the parts and their particularity, one can better understand the whole”. This need for understanding culture in relation to change management is further emphasized by Kashner (1990: 20): "readying an institution to reply to the conditions that call for change or to innovate on the institution's own initiative requires a clear understanding of its corporate culture and how to modify that culture in a desired direction". According to Farmer (1990: 8),"failure to understand the way in which an organization's culture will interact with various contemplated change strategies thus may mean the failure of the strategies themselves". So, what is the nature of HEI culture? Some writers, such as Giroux (2009) warn that the corporatization of higher education is a sliding slope which will result in the demise of Higher education institutes and maybe even democracy itself. Earlier writer such as Clark (1987) claimed HEI cultures were extremely fragmented into what were referred to as ‘small worlds. Thus, although writers agree that due to the apparent link between culture and change, cultural factors require key consideration with a view to their impact on resistance to change within higher education institutes, it seems unclear whether HEI culture has a unitary or fragmented nature, if it fully indulged in the Disneyization or McDonaldization of higher education or what particular aspects could highlight the potential for resistance to change. Thus, it is hypothesized:

H5→Resistance to change in higher education institutes negatively influences the perceived quality of Higher education institutes.

4.2.2. Lack of infrastructure

Apart from the highly recognized higher education institutes in India most of the colleges and universities lack in the basic and high-end research facilities. Many institutes are running without proper infrastructure and basic facilities like library, hostels, transport, sports facility etc. which is desirable to rank the quality institution (Sharma, 2016). Poor infrastructure is another challenge to the higher education system of India particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure. There are large number of colleges which are functioning on second or third floor of the building on ground or first floor there exists readymade hosieries or photocopy shops (Ahmad Sheikh,2017). Thus, it is hypothesized:

H6→ Lack of infrastructure negatively influences the perceived quality of higher education institutes.

4.2.3. Inadequate funding

Inadequate funding is the most critical challenge that has threatened the attainment of good quality higher education in institutes. The problem of inadequate funding of education has been a bane to educational development in the country. Onokerrhoraye, (1995) maintained that a major constraint to attaining academic excellence in universities is financial constraints which made many academics and non-academics to be working under difficult circumstances. Many institutions of higher learning were unable to build lecture halls, students' hostels, equip laboratories and workshops and payment of staff salaries, research grants and allowances. (Ivara and Mbanefo cited in Asiyai 2005).

H7→ Inadequate funding negatively influences the perceived quality of higher education institutes.

4.2.4. Lack of human resource management

Institutional management naturally holds a key role in the development, strategic positioning and modernization of higher education institutions. Therefore, the management of this particularly central human resource is naturally of high importance to the success of institutions and indeed, for the modernization of the higher education systems. Some problematic issues concern the lack of open

competition for positions in senior management, their often politicized selection or appointment, the lack of adequate selection criteria based on the managerial skills needed by the institutions, the lack of training opportunities or training requirements and the different kinds of political pressures that institutional management may be subjected to. However, some interesting examples of good practice can be found, underlining the increased will to achieve transparency and to select the effectively best candidates, able to support the strategic goals of the institution and their modernization (Gupta, 2016). Therefore, it is hypothesized:

H8→Lack of human resource negatively influences the perceived quality of higher education institutes.

4.3 Research Objectives

The proposed study has the following objectives:

- To develop a conceptual model to examine the quality of higher education institutes.
- To identify the factors which serve as challenges and enablers in the quality of higher education institutes.
- To study the impact of enablers on the quality of higher education institutes.
- To study the impact of challenges on the quality of higher education institutes.

4.4 Research Hypothesis

- H1 →Institutional autonomy positively influences the perceived quality of higher education institutes.
- H2→Teaching and research positively influence the perceived quality of higher education institutes.
- H3→Management structure and commitment positively influence the perceived quality of higher education institutes.
- H4→Employee involvement and training positively influence the perceived quality of higher education institutes.
- H5→Institutional culture of higher education institutes negatively influences the perceived quality of higher education institutes.

- H6→ Lack of infrastructure negatively influences the perceived quality of higher education institutes.
- H7→ Inadequate funding negatively influences the perceived quality of higher education institutes.
- H8→ Lack of human resource negatively influences the perceived quality of higher education institutes.

SECTION 5: RESEARCH METHODOLOGY

5.1 Nature:

Present Research will be Descriptive research as the study will help us to find out the perceived quality of higher education institutes, and analytical research which include making critical evaluation of each enabler and challenge and impact on the perceived quality of higher education institutes.

5.2 Scope of the Study

In order to collect data, researcher will select University of Uttar Pradesh as the area for study and among each universities data will be collected from one college. Faculty (Teaching) members of the institution will be the respondents for the study.

5.3 Sample of Selected Institutions

Main campus of the Universities will be included in the study because educational process and quality assurance of value- based education is not always assured with affiliated colleges.

Table 4: Universities have been selected as a sample on the basis of their NAAC rankings and NIRF rankings scored points above 3.0 and out of 100, respectively

TYPE	SELECTED UNIVERSITY
PRIVATE	GLA UNIVERSITY
GOVERNMENT	ALIGARH MUSLIM UNIVERSITY(AMU)
DEEMED TO BE	DAYALBAGH EDUCATIONAL INSTITUTE(DEI)

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Justifications of selection of universities:

Universities had been chosen randomly from the list of having good ranking status of each category of universities of Uttar Pradesh region.

These universities have been identified based on their educational mission, curriculum structure and programs that are Value Oriented Education.

- Aligarh Muslim University is one of the Indian central university, secured 11th Rank among Indian universities in NIRF Universities' Rankings for the year 2019. The university AMU has also been ranked 18th in overall institutions category
- Ministry of Human Resource Development set a high-power committee which ranked Dayalbagh Educational Institute 8 among 126 deemed universities of India and also DEI gets A+ grade from NAAC in the year 2019 (National Assessment and Accreditation Council). The deemed university was last warded A grade in 2013 by the NAAC.
- GLA is being the new university set up as private in the state of Uttar Pradesh having NAAC ranking of 3.02 point and grade A.
- Apart from the IITs and Delhi University, Amity University and Aligarh Muslim University made an entry to the Asian Universities Ranking 2018 published by Quacquarelli Symonds (QS) as one of the Asia's top 300 universities.
- Internationally, Aligarh Muslim University was ranked 801-1000 in the QS World University Rankings of 2018. The same ranking ranked it 238 in Asia and 161-170 among BRICS nations.

5.4 Sources of Data:

Researcher will focus on primary data to analyze the impact of enablers and challenges of the perceived quality in higher education institutes. The researcher will include the secondary sources of data in the form of gathering published materials such as extracts from relevant journals and papers related to the study. It also includes Reports, Books, Blogs, Periodicals, Websites and other online resources covering the present study as secondary source.

5.5 Sampling Techniques: The judgmental sampling technique will be used to collect information and data from various faculty teachers of higher education institutes. The present study deals with the examine the impact of enablers and challenges of the perceived quality of higher education institutes in the selected main campus of different universities.

5.6 Sampling Design: A good sample is true representative of the population. For the purpose of this study, judgmental (non-probability sampling) will be used to draw appropriate representative sample

from the population. Therefore, researcher will take Uttar Pradesh as the area for study, data will be collected from academic staff of main campus of each university.

Table 5: Total Population

UNIVERSITIES	ALIGARH MUSLIM UNIVERSITY (CENTRAL)	DAYALBAGH EDUCATIONAL INSTITUTE (DEEMED TO BE)	GLA UNIVERSITY (PRIVATE)	TOTAL
TEACHING STAFF	1,182	488	454	2,124

5.6.1 Sample Size for teaching staff:

The study will be conducted on finite population, so the sample size will be determined with the help of using Godden's Formula. Godden's formula will be applicable in the following way:

Sample Size: Infinite Population (where population is more than 50,000)

$$\text{Sample Size} = \frac{z^2 * p\,(1-p)}{c^2}$$

$$= \frac{1.962 * 0.5\,(1-0.5)}{(0.05)^2}$$

$$= 384.16$$

Where;

- z value = 1.96 on 95% level of confidence

The Z-value represents the probability that sample will fall within certain distribution. The Z value of 95% (1.96) which is universally accepted

- p = Percentage of population picking a choice, expressed as decimal which is 0.5 (50%)
- c = Confidence interval, i.e. 100- 95= +/- 5 %, expressed as decimal 0.05

SAMPLE SIZE - Since population is finite so, finite population correction will be used

nc = nN/ (N+n-1)

Where n =calculated sample size from above formula

N = population (2124 estimated from universities website)

n-1= 384-1 = 383

$$nc = \frac{383 \times 2124}{(2124+384-1)} = \frac{813492}{2507} = 324.488232947 = 324$$

Justification for considering finite correction factor:

The finite population correction factor has no or less effect on confidence interval width because the calculated finite sample size is more than 5 % of population i.e.324.

5.6.2 Sample Composition

Table 6: The proposed sample-plan is in percentage proportion of their respective population size distribution

UNIVERSITIES	ALIGARH MUSLIM UNIVERSITY 56% of sample size	DAYALBAGH EDUCATIONAL INSTITUTE 23% of sample size	GLA UNIVERSITY 21% of sample size	TOT1AL 100%
TEACHING STAFF	181	75	68	324

5.7 Statistical Tool for Analysis: Relevant analytical tools like regression, correlation, ANOVA would be used. To test the given hypotheses and survey findings scientifically, researcher is keen to analyze the data shall be use appropriate statistical tools like, correlation, descriptive statistics etc.

Section 6: Proposed Chapterization

The structure of the proposed study will be as follows:

Chapter1. Introduction

Chapter2. Review of Literature

Chapter3. Research Methodology

Chapter4. Analysis and Results

Chapter5. Managerial implication, Conclusion and Direction for future research

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Appendix

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